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ABSTRACT

The purpose of this booklet is to assist local schools in making thorough assessments of instructional materials for textbook adoption. The booklet contains a checklist for evaluating instructional materials, a checklist summary sheet, and an appendix explaining readability analyses. The checklist is divided into eight sections: physical features and format student placement and evaluation, prereading development, skills development, content, interest and motivation, readability, and supportive materials. (RL)

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reading effectiveness program

Division of Reading Effectiveness

CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

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Division of Reading Effectiveness
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

CS006082

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CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

INTRODUCTION

The purpose of this booklet is to assist the local school corporation in making a thorough assessment of instructional materials for textbook adoption.

Contained in this booklet are a checklist for evaluating instructional materials, a checklist summary sheet, and an appendix including a comprehensive explanation or readability analysis.

1. The checklist contained in this booklet is divided into eight sections:

   Physical Features and Format
   Student Placement and Evaluation
   Pre-reading Development
   Skills Development
   Content
   Interest and Motivation
   Readability
   Supportive Materials

   Some sections may not be pertinent to the evaluation of certain materials and therefore should not be used. The evaluator will be able to identify those sections most relevant to a given material and will be able to evaluate it accordingly. This checklist can be used to evaluate supplementary materials as well as textbooks.

2. Following the checklist is the Checklist Summary Sheet which can be used to summarize each major section. Space is also provided to make comments concerning the appropriateness of the material.

3. An appendix entitled "Understanding Your Text - The Concept of Readability" is included to help the evaluator make a comprehensive assessment of the readability of the material. It is recommended that this appendix be read prior to the use of the readability section of the checklist.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

Directions: Items in each section should be evaluated individually by blackening in the circle under the appropriate column as Outstanding, Fair, Unacceptable. Sections which do not pertain to a given material should not be used.

	O	F	U
PHYSICAL FEATURES AND FORMAT			
1. The cover is attractive and appealing to students.	O	O	O
2. The cover is durable and material is well bound.	O	O	O
3. The quality of the paper is durable and causes minimal light reflection.	O	O	O
4. The print and spacing are appropriate for the students who are to use the material.	O	O	O
5. The illustrations appropriately reflect the content of the material.	O	O	O
6. The illustrations are appropriate for the students who will use this material.	O	O	O
7. Appropriate organizational aids, such as table of contents, lists of maps and illustrations, glossary, and index are provided.	O	O	O
STUDENT PLACEMENT AND EVALUATION			
8. A method to determine initial student placement is provided.	O	O	O
9. A method for periodic reevaluation is provided.	O	O	O
10. Specific evaluation activities are provided at the end of each unit and each level.	O	O	O
11. An individual record keeping system provides all essential skill information.	O	O	O
12. A class record sheet provides essential information for grouping and overview of class progress.	O	O	O

	O	F	U
PRE-READING DEVELOPMENT			
13. Readiness activities are provided to develop language, motor, and perceptual skills.	O	O	O
14. Introductory information is provided for new subject matter to assist the teacher in establishing background in pre-reading activities.	O	O	O
SKILLS DEVELOPMENT			
The materials promote the acquisition and/or development of the following word recognition skills:			
15. sight vocabulary	O	O	O
16. content/grade level vocabulary	O	O	O
17. phonetic analysis	O	O	O
18. structural analysis	O	O	O
19. contextual analysis	O	O	O
The materials promote the acquisition and/or development of the following comprehension skills:			
20. establishing the main idea	O	O	O
21. recalling specific facts	O	O	O
22. differentiating fact from opinion	O	O	O
23. recognizing cause and effect relationships	O	O	O
24. sequencing events	O	O	O
25. comparing and contrasting	O	O	O
26. predicting outcomes	O	O	O
27. making inferences	O	O	O
28. making evaluations	O	O	O
The materials contribute to the acquisition and/or development of the following study skills:			
29. using the book format (table of contents, index, glossary, lists of charts and graphs)	O	O	O
30. using reference materials	O	O	O
31. using organizational skills (outlining, summarizing, note taking, SQ3R, skimming, scanning)	O	O	O
32. The materials provide for the development of listening skills.	O	O	O
33. The materials provide for the development of both oral and written language skills.	O	O	O

		O	F	U
CONTENT				
34.	The content maintains a balance between realism and fantasy.	O	O	O
35.	The content maintains a balance between fiction and non-fiction.	O	O	O
36.	The content depicts a variety of environments and backgrounds.	O	O	O
37.	The content depicts an unbiased representation of the roles of men and women.	O	O	O
38.	The content depicts an unbiased representation of minority groups.	O	O	O
39.	The content is appropriate to the general population of my school district.	O	O	O
40.	The reading materials are correlated with the texts and materials in the language arts.	O	O	O
41.	The content can be adapted to a variety of classroom organizational styles.	O	O	O
INTEREST AND MOTIVATION				
42.	The content is appropriate for the reading interests of students who will use this material.	O	O	O
43.	The design, organization and illustrations help to capture the students' interest.	O	O	O
44.	A variety of enrichment activities for motivation are provided.	O	O	O
READABILITY				
45.	The content is readable in terms of the background and language experience of the students.	O	O	O
46.	The vocabulary load is appropriate for the students.	O	O	O
47.	The sentence and paragraph lengths are appropriate for the students.	O	O	O
48.	The language structure in the material consistently moves from simple to complex.	O	O	O

		O	F	U
49.	The density of concepts is appropriate for the students.	O	O	O
50.	Based upon the above information, this material has an appropriate reading level for the students.	O	O	O

SUPPORTIVE MATERIALS

The Teacher's Edition includes the following:

51.	a durable binding that is convenient to use.	O	O	O
52.	combined reproductions of the pupils' pages and lesson plans.	O	O	O
53.	a clear format and effective plans for the instructional program, covering all essential skill components found in the student text.	O	O	O
54.	specific and optional instructional procedures.	O	O	O
55.	overview of the complete program, each level and each unit.	O	O	O

Workbooks and/or supplementary materials are designed to:

56.	strengthen and enrich skills development.	O	O	O
57.	correlate with the text.	O	O	O
58.	extend and enrich the text with a variety of new approaches and context.	O	O	O
59.	promote independent work.	O	O	O
60.	reinforce all essential skill components.	O	O	O
61.	accommodate a variety of learning modes for both teacher and student.	O	O	O

List below all supportive materials provided with this program.

CHECKLIST SUMMARY SHEET

Title of material _____

Publisher _____ Grade Level _____

Evaluator _____ Evaluator's School _____

Directions: Analyze each pertinent section of the Checklist and summarize each one by blackening the circle under the appropriate column as Outstanding, Fair, Unacceptable.

	O	F	U
PHYSICAL FEATURES AND FORMAT	O	O	O
Comments:			
STUDENT PLACEMENT AND EVALUATION	O	O	O
Comments:			
PRE-READING DEVELOPMENT	O	O	O
Comments:			
SKILLS DEVELOPMENT	O	O	O
Comments:			
CONTENT	O	O	O
Comments:			
INTEREST AND MOTIVATION	O	O	O
Comments:			
READABILITY	O	O	O
Comments:			
SUPPORTIVE MATERIALS	O	O	O
Comments:			

This material is appropriate (is not appropriate) for our students.

Comments:

APPENDIX

UNDERSTANDING YOUR TEXT - THE CONCEPT OF READABILITY

INTRODUCTION

The selection of instructional materials for students is a difficult and challenging process. It demands considerable thought and thorough investigation on the part of an administrative and teaching staff. It is of prime importance to base the criteria for selection of a text or other supplementary material upon the teaching philosophy of a given school. If a school has clearly defined goals and instructional objectives, the selection of materials becomes conveniently outlined by the definition of these goals and objectives.

To gain a thorough understanding of instructional materials, a procedure must be designed by which a teacher can analyze and select the ones most appropriate for his or her classroom. If materials have already been selected, a procedure can be devised to assess their various strengths and weaknesses.

In this appendix are some suggestions for methods which can be used in the evaluation of instructional materials, whether they are textbooks or supplementary materials. The methods of analysis include an explanation of factors involved in readability, suggested means of readability assessment, and a textbook analysis form.

The procedure adopted for the evaluation of materials is left to the discretion of the individual and should be based upon methods which best suit local needs.

A thorough and consistent procedure should be designed by utilizing more than one method of material evaluation so that the final judgment on materials is not based upon the restrictions of either a checklist or a formula.

EXPLANATION OF FACTORS WHICH DETERMINE READABILITY

What is readability? What are the factors which make a book readable? An exploration into the answers to these questions will assist a teacher in understanding how he or she can best match a student's reading ability with the difficulty of the reading materials required for a given subject.

In other words, when the difficulty of the materials is successfully matched with the reading level of the student, the concept of readability is attained. For example, it has been determined that a seventh grader has a reading level of 7.1 and the readability estimate of the seventh grade science text is 7.2. It is reasonable to predict that this student's reading ability will match the readability of the material.

The definition of readability refers to the difficulty of the reading material. The level of comprehension which a student will achieve is dependent upon the readability (difficulty) of the materials he or she is expected to read. The concept of readability involves an interaction between the reader and the material.

Once the distinction between the definition of readability and the concept of readability is made, two questions logically follow.

(1) What are the factors which determine readability?

(2) How can the readability of materials be assessed?

To answer the first question, the following factors need to be considered:

Interest Factor

Sentence Length	types of sentences - simple, compound, complex modifying clauses & phrases
Vocabulary	frequency, polysyllabic simple, complicated, unfamiliar obsolete (archaic) colloquial (indirect reference) scientific, technical, specific allusive ambiguous (inexplicit) sophisticated parts of speech (variations in meanings)
Concept Load	idea density abstract--concrete

The most effective way to begin to understand how these factors affect the difficulty of reading material is by understanding how they can increase the difficulty of a single sentence. Below are four sentences ranging in difficulty from simple to complex. As these sentences progress in difficulty, it can be seen how the various factors listed above affect the complexity of the sentence.

Simple

Interest Factor

Complex

1) The cat sat.

2) The terrified cat sat on the rug. (polysyllabic vocabulary, modifying phrase)

3) The terrified cat sat on the oriental rug because the person had swung a stick in his direction. (polysyllabic vocabulary, modifying phrases and clauses)

4) The terrified cat sought refuge by the warming fire and sat, assured of safety, on the soft oriental rug because the cruel and vicious person had maliciously swung a stick in his direction. (polysyllabic vocabulary, modifying phrases and clauses, idea density)

TASK ASSIGNMENT 1 - SENTENCE READABILITY

Objective: To understand how the various factors involved in readability affect the relative difficulty of a single sentence.

Directions: Beginning with a simple sentence, create three additional sentences which demonstrate a progressively more complex structure. Upon completion of the four sentences, identify the factors from the previous list which caused the sentences to become more complex.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

4) _____

_____

_____

TASK ASSIGNMENT II - PASSAGE READABILITY

Objective: To be able to rank the relative difficulty of reading passages.

Directions: Based on your knowledge of the various factors affecting the readability of material, rank the following 100-120 word passages in order of difficulty. An "A" should represent the easiest and a "C" the most difficult. Some helpful suggestions for this assignment are:

1. Make a total sentence count for each passage;
2. Circle and count words you feel are difficult;
3. Assess the repetition of vocabulary; and
4. Consider the idea density and interest factor.

After ranking each passage, explain how you arrived at your decision. Rankings and rationale are found on the following page.

Examples:

"Girls in line," she said. "Boys in line." She did not mention washcloths. She only gave instructions.
"Everybody stay in line all the way to the railroad station." Then she had monitors pass around the flags, and she gave the girls bouquets of flowers to toss to the soldiers. The children stood in line in the hall. The lines stretched back into the cloakroom. All up and down the corridor, other classes were lining up outside their rooms. The youngest classes were to march out first, the oldest last. Room One marched out now with Mr. Pennypepper, the Superintendent, leading in the very front. Room Two was warming up.

On the last day of the Convention, Franklin decided he had the answer. Turning to James Madison of Virginia, he said, "I have often....looked at the (sun) behind the president without being able to tell whether it was rising or setting; but now, at length, I have the happiness to know that it is a rising and not a setting sun."

A few minutes later, the last of the delegates signed their names to the Constitution. The Convention's work was done. Now the delegates could take home with them the plans for a new national government.

But what did Franklin mean by a "rising sun?" During the months that it took to write the Constitution, there had been many anxious moments.

Next he found two boxes of bird seed and emptied the whole amount into the cage. Then he found some dried branches that were full of seeds. He poked them between the bars so that they hung down into the cage.

Finally he climbed into the cage and shook the door with all his might. Reba, the parrot, heard and saw him. She flew in to see what he was doing.

"Delicious!" she cried as she began to gobble up the seeds and the lettuce.

Soon all the other birds were in the cage. While they were gobbling up the delicious food, Snick slipped out as quick as a wink and latched the door.

"Remarkable!" squawked Reba.

RANKINGS

A. The passage which is the easiest is the one beginning, "Next he." The interst factor is one which would appeal to younger children. There are 10 sentences, but they are simple ones with few modifying phrases or clauses. There is some challenging vocabulary as emptied, finally, delicious, gobbling, remarkable and squawked, but most of the words are high imagery ones and could be understood once they were pronounced.

B. The passsage beginning, "Girls," is more difficult than the previous passage. Even though this passage has 12 sentences, their structure is more difficult with modifying phrases and clauses. The vocabulary is more challenging with such words as mention, instructions, monitors, bouquets, soldiers, corridor, cloakroom and superintendent. These vocabulary words are high imagery words and some are even used less frequently today, e.g., cloakroom. For this vocabulary to be understood, the reader would need some background experience, teacher assistance and ability to use a dictionary.

C. The most difficult passage is the one beginning, "On the last day." This passage has an interest factor for a more sophisticated reader. There are seven sentences, and their structure is more complex than the preceding passages. The vocabulary is more sophisticated and would need considerable background experience for the passage to be fully comprehended.

READABILITY FORMULAS

The second question posed in the introduction was, "How can the readability of materials be assessed?" The Fry Graph is presented on the following page as a quick and reasonably accurate method for estimating the readability level of classroom materials. Like all mechanical scoring methods, there is no such thing as an absolute evaluation or score. It is advisable to express the final index in a range, as grade 6-7.

It should also be noted that in the directions for the graph, the analysis of three 100 word passages is recommended. To obtain a more accurate estimate of readability, it is recommended that six or nine 100 word passages be used. By selecting passages at evenly spaced intervals throughout the material, a more representative sampling is made possible. The evaluator should try to choose passages which are characteristic of the style of writing used in the material. Do not choose passages heavy with conversation, unless this typifies the style of the material. In multi-authored texts, a broader sampling is particularly important as each author may write at different levels of readability.

Following the Fry Graph is a listing of six readability formulas. Formulas for the Flesch Reading Formula and the McLaughlin Smog Grading are included since they are relatively easy to administer and do not require lengthy word lists.

The Dale-Chall, Spache Formula and Harris-Jacobson Readability Formulas require more time to administer as each requires the use of a long word list. These are too lengthy to reproduce in their entirety, therefore, references are given to sources where the complete formulas can be found. Bibliographical references are also given for other sources of information on readability.

The Fry Graph was chosen for inclusion in this appendix because it is convenient to use and correlates well with the other suggested formulas.

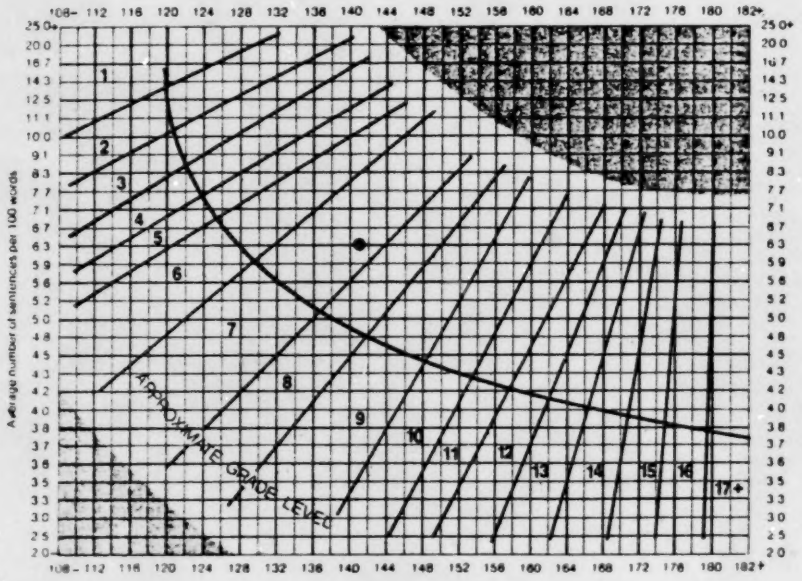
THE FRY GRAPH FOR ESTIMATING READABILITY

Figure 2

GRAPH FOR ESTIMATING READABILITY - EXTENDED
by Edward Fry, Rutgers University Reading
Center, New Brunswick, New Jersey 08904

Average number of syllables per 100 words

Average no. of sentences per 100 words



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.

2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.

3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.

4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.

5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.

6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.

7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED - NO COPYRIGHT)

For further information and validity data see: April, 1968, Journal of Reading; March, 1969, Reading Teacher; January, 1977, Journal of Reading; December, 1977, Journal of Reading.

READABILITY FORMULAS

Listed below are three formulas which do not require word lists.

1. THE FRY GRAPH - This formula is valuable for a quick estimate of reading level and the results should be recorded as a low, mid or high grade level estimate. It is wise to avoid the use of passages containing only dialogue as this usually lowers the reported level. If there is a large amount of dialogue in the book, passages containing both dialogue and narrative might be used. With multiple authors, test all articles for a possible variance in level.

2. THE FLESCH READING EASE FORMULA - This formula is designed for use in the intermediate grades. To measure the readability of a passage, the following steps must be taken:

    A. Systematically select 100 word samples from the text.
    B. Determine the number of syllables per 100 words. (wl)
    C. Determine the average number of words per sentence. (sl)
    D. Calculate the following equation:
    Reading Ease = 206.835 - .846wl - 1.015sl

    Reading Ease represents the grade level which would have to be attained in order to read the passage. This formula and comments on its validity can be found in Gilliland, John. Readability. London, England: University of London Press, 1972, pp. 90-92.

3. McLAUGHLIN SMOG GRADING - This formula is suitable for use with secondary school materials. A summary of the steps follows:

    A. Count 10 consecutive sentences near the beginning of the text; count 10 in the middle of the test; and count 10 consecutive sentences near the end of the text. Count as a sentence any string of words ending with a period, question mark, or exclamation point.
    B. Within this sample of 30 sentences, count every word with three or more syllables.
    C. Estimate the square root of the number of polysyllabic words by taking the square root of the nearest perfect square.
    D. Add the number "3" to the approximate square root. This gives the SMOG Grade, which is the reading level at which a person should be able to perform if he is to understand the text.

This formula is taken from Drake, Suzanne V. "Why Should Secondary Schools Be Concerned with Reading?" NASSP Bulletin, (December, 1976), p. 18. Further information about this formula can be found in Gilliland, John. Readability. London, England: University of London Press, 1972, p. 94.

Listed below are three formulas for which special word lists are required. These formulas will take appreciably more time to follow but may be preferred in some instances. The sources for the formulas, word lists and comments on their use are included.

1. DALE-CHALL - This is for use in the middle and upper grades. The elements measured include the average sentence length and the percentage of words outside of the Dale list of 3000 words. The formulas can be found in Dale, E. and Chall, J. S. "A Formula for Predicting Readability," Educational Research Bulletin, 27 (1948), 11-20.

2. THE SPACHE FORMULA - This formula is for use in grades one through three. It is computed using the number of sentences, the number of words not on the Revised Word List and the average sentence length. The formula can be found in Spache, George. Good Reading for Poor Readers, revised 9th Edition. Champaign, Illinois: Garrard Publishing Company, 1974. A chart for faster computing of this formula is found in Burmeister, Lou E. "A Chart for the New Spache Formula," The Reading Teacher, 29 (January, 1976) 384-5.

3. HARRIS-JACOBSON READABILITY FORMULAS - Harris and Jacobson offer two formulas. Formula 1 is for use with materials below 4th grade reading level and Formula 2 is for use with materials above 3rd grade level. To compute this formula, the percentage of words not on the Short Readability Word List of 2,792 words, and the average sentence length are used. A complete copy can be found in Harris, Albert J., and Edward R. Sipay. How to Increase Reading Ability, 6th Edition. New York: David McKay Company, Inc., 1975, pp. 658-675.

Some references on readability follow.

Dolgin, Ann B. "How to Match Reading Materials to Student Reading Levels: I. Fry's Graph and the Diagnostic Survey. II. On the Cloze and the Maze." The Social Studies LXVI, No. 6 (Nov. Dec. 1975) pp. 249-258.

Duscher, Raymond. "How to Help Social Science Students Read Better." The Social Studies LXVI, No. 6 (Nov. Dec. 1975) pp. 258-261.

Harris, Albert J., and Jacobson, Milton D. Basic Elementary Reading Vocabularies. New York: The Macmillan Company, 1972.

Harris, Albert J., and Sipay, Edward R. How to Increase Reading Ability, 6th Edition. New York: David McKay Company, Inc., 1975.

Kennedy, Keith. "Reading Level Determination for Selected Texts." Science Teacher, Vol. 41, No. 3 (March 1974) pp. 26-27.

Grouws, D. A. and Robinson, R. D. "Some Ideas Concerning the Readability of Classroom Mathematics Materials." School Science and Math (Dec. 1973) pp. 711-16.

Seels, Barbara, and Dale, Edgar. Readability and Reading, An Annotated Bibliography. Newark, DE: International Reading Association, 1971.

Spache, George D. Good Reading for Poor Readers. Champaign, Illinois: Garrard Publishing Company, 1974.

LOOKING BEYOND THE FORMULAS

Although formulas provide an estimate of the readability of a given material, it is wise to have a method available which will either substantiate or look beyond the findings of the formula. Caution should always be taken when using any readability formula, since the index rendered by the formula represents only the factors used in the calculation of the formula.

For example, the Fry formula may render an estimate of 9th grade for a 6th grade reading text; but after further sampling you find that the sentence length is not too excessive, the vocabulary load is not too demanding, the concepts are concrete, and the language structure, interest factor, and motivational qualities are appropriate for a 6th grader. Therefore, the text may not be too difficult after all.

Once an estimate of readability is established by the use of the Fry Graph, the items on the list of factors affecting readability should be used to gather further information about the validity of the Fry estimate. A closer look should be taken at the passages used for sampling in terms of sentence length, vocabulary load, concept load and interest factor. The following Material Analysis Survey can be used as a final analysis of the passages used in the calculation of the Fry Graph.

MATERIAL ANALYSIS SURVEY

Directions: In order to make a complete analysis of the passages used to compute the Fry Graph the following survey should be completed on each 100 word passage. In the event that some materials do not have passages containing 100 running words, this analysis can be used in lieu of the graph to render insight into the appropriateness of the material. It is suggested that all questions be answered for each passage analyzed, thus multiple copies of the survey should be made. The number of passages analyzed depends upon the thoroughness desired by the evaluator. A summary of comments concerning the appropriateness of the text or supplementary material should be made based upon an analysis of all passages analyzed. The Material Analysis Summary Sheet follows this survey.

1. How many sentences are there per _____ words? ____

2. What is the average number of words per sentence? ____

3. How many difficult vocabulary words are there? ____

4. How many technical words are there? ____

5. Is the content of this passage readable in terms of the background experience of my students? ____

6. Is the content of this passage readable in terms of the interest level of my students? ____

7. How many concepts are contained within this passage? ____

8. List the concepts below and rate them either concrete or abstract.

   A. con. abst.

   B. con. abst.

   C. con. abst.

   D. con. abst.

9. Based upon the above information, is this material appropriate for my students? ____

10. Comments:

Division of Reading Effectiveness
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

MATERIAL ANALYSIS SUMMARY SHEET

Title of Material _____

Publisher _____ Grade Level _____

Number of passages analyzed ____ No. of words per passage ____

Evaluator _____ Evaluator's School _____

Summary of Comments:

Division of Reading Effectiveness
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

The following is a hypothetical analysis which demonstrates how the Material Analysis Survey and the Summary Sheet can be used.

MATERIAL ANALYSIS SURVEY

Directions: In order to make a complete analysis of the passages used to compute the Fry Graph the following survey should be completed on each 100 word passage. In the event that some materials do not have passages containing 100 running words, this analysis can be used in lieu of the graph to render insight into the appropriateness of the material. It is suggested that all questions be answered for each passage analyzed, thus multiple copies of the survey should be made. The number of passages analyzed depends upon the thoroughness desired by the evaluator. A summary of comments concerning the appropriateness of the text or supplementary material should be made based upon an analysis of all passages analyzed. The Material Analysis Summary Sheet follows this survey.

1. How many sentences are there per 25 words? 2
2. What is the average number of words per sentence? 12½
3. How many difficult vocabulary words are there? 8
4. How many technical words are there? 4
5. Is the content of this passage readable in terms of the background experience of my students? no
6. Is the content of this passage readable in terms of the interest level of my students? no
7. How many concepts are contained within this passage? 3
8. List the concepts below and rate them either concrete or abstract.
   - A. types of animals in the zoo — (con.) abst.
   - B. animals who were once free and not caged — (con.) abst.
   - C. perhaps man should not have caged free animals — con. (abst.)
   - D. — con. abst.
9. Based upon the above information, is this material appropriate for my students? no
10. Comments: the ideas presented in this passage are too subtle for my second grade students. The vocabulary is too demanding for their skill development and the concept load is too heavy.

MATERIAL ANALYSIS SUMMARY SHEET

Title of Material Social Studies Made Alive Around the World

Publisher Smith Company Grade Level 2

Number of passages analyzed 7 No. of words per passage 25

Evaluator M. Jones Evaluator's School Lyle Elementary

Summary of Comments:

I feel that this material is not appropriate for my students to read. In all the passages which I analyzed the sentences were consistently too lengthy. Many of the vocabulary words were too difficult for second graders and this would not allow many assignments to be read independently. Many of the concepts presented were abstract and removed from the background experiences of the students I teach. Although the content would appeal to the interests of the students, the numerous technical and specific vocabulary words would prohibit independent and free reading. In final analysis I do not recommend this text for our school.

SUMMARY

This appendix has dealt with four major questions:

1. What is readability?
2. What is the concept of readability?
3. What are the factors which determine readability?
4. How can readability be assessed?

The final judgment made on the readability level of any material can be made based upon a thorough understanding of each one of these concepts. A complete understanding of the answers to these questions will assist a local school corporation in making a comprehensive evaluation of instructional materials for adoption.

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